



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Bangor High School

SAU: Bangor School Department

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2011-2012 NCLB Report Card



School: Bangor High School
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Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	310	299	96	59	59	47	14	45	25	15	292	7	
	2010-2011	269	261	97	63	63	50	15	48	23	14	259	2	0
Female	2009-2010	153	150	98	67	67	49	12	55	20	13			
	2010-2011	134	130	97	65	65	54	15	50	25	11			
Male	2009-2010	157	149	95	51	51	46	16	35	31	17			
	2010-2011	135	131	97	62	62	46	16	46	21	18			
Caucasian/White	2009-2010	275	266	97	61	61	48	14	47	24	15			
	2010-2011	247	239	97	64	64	51	15	50	21	14			
African American/Black	2009-2010	13	13	100	54	54	28	<1	54	38	8			
	2010-2011	5	5	100			23							
Hispanic	2009-2010	5	3	60			42							
	2010-2011	6	6	100			45							
Asian or Pacific Islander	2009-2010	12	12	100	50	50	41	33	17	17	33			
	2010-2011	8	8	100			51							
American Indian or Native Alaskan	2009-2010	5	5	100			27							
	2010-2011	3	3	100			35							
Economically Disadvantaged	2009-2010	104	96	92	40	40	31	7	32	31	28			
	2010-2011	79	75	95	47	47	34	7	40	25	28			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	38	33	87	21	21	16	3	18	39	36			
	2010-2011	15	13	87	23	23	17	<1	23	23	54			
Limited English Proficient	2009-2010	3	3	100			13							
	2010-2011	2	2	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	310	299	96	55	55	45	7	48	26	19	292	7
	2010-2011	269	261	97	58	58	49	9	49	28	14	259	2
Female	2009-2010	153	150	98	53	53	43	5	48	29	17		
	2010-2011	134	130	97	52	52	47	4	48	34	15		
Male	2009-2010	157	149	95	57	57	47	9	48	22	20		
	2010-2011	135	131	97	65	65	51	15	50	22	13		
Caucasian/White	2009-2010	275	266	97	57	57	46	6	51	26	17		
	2010-2011	247	239	97	59	59	50	9	49	28	13		
African American/Black	2009-2010	13	13	100	54	54	22	<1	54	23	23		
	2010-2011	5	5	100			21						
Hispanic	2009-2010	5	3	60			40						
	2010-2011	6	6	100			36						
Asian or Pacific Islander	2009-2010	12	12	100	42	42	51	42	<1	25	33		
	2010-2011	8	8	100			62						
American Indian or Native Alaskan	2009-2010	5	5	100			28						
	2010-2011	3	3	100			32						
Economically Disadvantaged	2009-2010	104	96	92	36	36	28	2	34	31	31		
	2010-2011	79	75	95	40	40	31	4	36	36	24		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	38	33	87	21	21	14	3	18	21	55		
	2010-2011	15	13	87	23	23	15	<1	23	15	62		
Limited English Proficient	2009-2010	3	3	100			16						
	2010-2011	2	2	100			17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	269	261	97	59	59	44	10	49	23	18	259	2														
Female																											
	2010-2011	134	130	97	49	49	40	5	45	25	25																
Male																											
	2010-2011	135	131	97	68	68	48	15	53	21	11																
Caucasian/White																											
	2010-2011	247	240	97	59	59	45	10	49	23	18																
African American/Black																											
	2010-2011	5	5	100			19																				
Hispanic																											
	2010-2011	6	6	100			37																				
Asian or Pacific Islander																											
	2010-2011	8	7	88			49																				
American Indian or Native Alaskan																											
	2010-2011	3	3	100			26																				
Economically Disadvantaged																											
	2010-2011	79	73	92	44	44	29	7	37	22	34																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	15	12	80	33	33	14	<1	33	8	58																
Limited English Proficient																											
	2010-2011	2	2	100			10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	61	61	49	97	97	96	57	57	47	77	77	83
Caucasian/White	97	97	96	63	63	50	97	97	96	58	58	48	78	78	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	63	63	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	50	50	77
Asian or Pacific Islander	*	*	96	55	55	47	*	*	96	65	65	55	67	67	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	71	71	67
Economically Disadvantaged	95	95	94	42	42	33	95	95	94	38	38	30	59	59	71
Students with Disabilities	*	*	91	21	21	17	*	*	91	21	21	15	50	50	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	67	67	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	11	29	12	12	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.